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Prof. O’Connor-Petruso

Wiki Assignment #2

**Annotated Bibliography**

1. Garrett, T. (2008). Student-centered and teacher-centered classroom management: A case study of three elementary teachers. *Journal of Classroom Interaction, volume 43(1), 34-47.*

The article focused on answering whether teachers who implement student-centered instructional methods also implement student-centered classroom management approaches. The article looks at a case study involving three elementary teachers whose pedagogy is student centered. However, one of the three teachers implement a more teacher-centered approach to classroom management. The article also acknowledged that both the student-centered and the teacher-centered approach to classroom management reflected principles of “good classroom management.”

1. Hertzog, N. B. (2007). Transporting pedagogy: Implementing the project approach in two first-grade classrooms. *Journal of Advanced Academics.* *Volume 18(4), 530-564*.

This article looked at two teachers, in two first grade classes in a public school where the majority of the students were low-income, who implemented strategies typically found in gifted education programs. The study found that students better performed when there was a project-based approach to the curriculum. The study also found that the student better behaved when they were engaged in project or small group activity.

1. Johnson, A., Kimball, R., Melendez, B., Myers, L., Rhea, K., & Travis, B. (2009). Breaking with tradition: preparing faculty to teach in a student-centered or problem-solving environment. *PRIMUS, Volume 19(2), 146-160*.

This article identified students, administration and the individual as the three main sources of resistance when attempting to change from a traditional instructional method to a non-traditional instructional method. The article also discusses strategies that an educator can utilize to over come the impediments.

1. Michael, R., & And, O. (1994). Promoting achievement in child centered education: evaluation of a non-Graded, multi-age, continuous progress primary school (K-3). Retrieved from ERIC database.

This study evaluates a plan to reconstruct a primary school In Georgia to a continuous progress learning center/. The plan is to promote achievement in child centered education by a non graded, multi-age and progress curriculum to move students from grades K-3. The project includes reconstruction of the classrooms and decision making between teachers and administrators, and the use of portfolio assessment to monitor student’s progress.

1. Passman, R. (2000). Pressure cooker: experiences with student-centered teaching and learning in high-stakes assessment environments. Retrieved from ERIC database.

This study shows how a fifth grade teacher took a step out of the norm of traditional teaching to engage students to take responsibility for their own learning. The teacher had the students use the school library, technology and classroom resources as a means to prepare a report on the age of exploration. Although the method of using a student centered learning environment was very successful, the principal reprimanded the entire faculty to teach to the test. The fifth grade teacher felt compelled to return to the teacher-centered instruction.

1. Passman, R., & Duran-Klenclo, P. (2002). Teachers talking about change: reflection as professional development. Retrieved from ERIC database.

This study analyzed six teachers who are part of a teacher study group for purposeful change. Due to extremely low scores on a writing test in an elementary school in Texas, this reflective support group was created to support teachers in moving towards a student centered learning environment where teachers are working together to improve classroom practice.